

qualified teachers is extremely important, the many other benefits of graduate education cannot be overlooked. As we enter the 21st Century, the need for advanced education is becoming increasingly vital to successfully maintaining our place in the technologically-advanced economy. Now, more than ever, our citizens are obtaining graduate degrees in order to gain more expertise in their field of study. This bill will help ensure the continued availability of such graduate study opportunities for students.

I'd like to thank members of my staff for their hard work in brining this bill forward today; particularly Krisann Pearce, Alison Ream, Kathleen Smith, Alexa Marrero, and Rebecca Hunt with Mr. HOEKSTRA's staff. Additionally, I would like to thank the Democratic staff, including Ricardo Martinez, Alex Nock, Ellynn Bannon and Moira Lenehan with Mr. HINOJOSA's staff. Thanks to the leadership of Chairman HOEKSTRA, the bipartisan cooperation from members on both sides of the aisle, and the hard work of our staff, we have before us today a bill that will allow for the continued success of graduate fellowships that enrich student knowledge while building up our teaching workforce.

As we move forward with the reauthorization of the Higher Education Act, we must continue to build on the success of these valuable programs that prepare the next generation of scholars. Graduate education is essential to maintaining our economic leadership, as well as ensuring the success of education reform in classrooms across America. I hope my colleagues will join me in supporting this bill, and the continued success of graduate education.

Mr. HOLT. Mr. Speaker, I rise today to support H.R. 3076, the Graduate Opportunities in Higher Education Act.

The bill authorizes a total of \$120 million for Title VII graduate education programs, including Javits Fellowships, Graduate Assistance in Areas of National Need, Thurgood Marshall Legal Education Opportunities and the Fund for the Improvement of Post-Secondary Education programs.

Mr. Speaker, I would like to thank Chairman BOEHNER for his work on this bill and for accepting my amendment in committee.

Under the graduate Assistance in Areas of National Need program, the Higher education Act provides grants to colleges and universities to address subject areas where America doesn't have enough people with advanced degrees—including education, where new teachers are trained.

My amendment would require that any schools of education that apply for GAANN grants collaborate with a department, program, or unit in science, math, or other appropriate content area to assure a successful combination of training in both teaching and relevant content. This should go almost without comment. Most graduate schools already do this.

With the enactment of the historic No Child Left Behind Act, Congress committed itself to ensuring that every student would have the opportunity to improve academically, to attend a safe school in a challenging and nurturing classroom environment, and to have a chance for real scholastic success.

Critical to achieving these goals is having highly qualified teachers in every classroom—teachers who are not only versed in general teaching skills, but who also have expertise in the subject matter they teach.

This is because when teachers pursue a graduate degree in education, they often focus on education theory and policy, rather than combining such a curriculum with substantive research in a particular subject area like math, science, or literature.

If we hope to achieve the goals of No Child Left Behind, we must ensure that the teachers in our children's classrooms are indeed "highly qualified," which should include expertise in the subject matter they teach.

That is why I offered, and the committee accepted, an amendment that will reaffirm our commitment to improving teacher quality so that all of our schools can meet the standards of No Child Left Behind.

Mr. Speaker, I thank the chairman for his support of my amendment, and I ask my colleagues to support this bill.

Mr. DAVIS of Illinois. Mr. Speaker, I rise today in support of H.R. 3076, to reauthorize Title VII of the Higher Education Act to authorize graduate fellowship programs with the financial support necessary to complete advanced degrees in areas of national need and in the humanities, social sciences and the arts. I would like to commend Chairman HOEKSTRA and Ranking Member HINOJOSA on their exceptional work on this resolution.

I am pleased that we are continuing to encourage our young people to persist with their education and obtain higher levels of knowledge. There are three types of graduate fellowship programs that are authorized: the Jacob K. Javits Fellowships, the Graduate Assistance in Areas of National Need (GAAN) Fellowships and the Thurgood Marshall Legal Education Opportunity Program. We should be proud of these programs which are set up to give opportunity to individuals who may not have the change otherwise to gain a graduate degree.

Unfortunately, the Urban Community Service program, which was created to provide incentives to urban academic institutions to allow these schools to work with private and civic organizations to implement solutions to pressing problems in their communities, was eliminated. I understand that the program has not received funding since Fiscal Year 1996, yet this program is very rich on how urban colleges and universities can work with the surrounding area to strengthen and lift up the community by making it safer and a better place to live for both the students and the people in the community. At too many urban colleges and universities, the only safe place to be in the area is on the campus. I hope in the future we can try to implement this program or a similar program as a way to encourage urban academic institutions to not forget about the community that surrounds its campus and to proactively work with the community.

Again, I support the Chairman and Ranking Member for their efforts on this legislation. I encourage my colleagues to support this legislation.

Mr. CASTLE. Mr. Speaker, I rise in support of H.R. 3076, the Graduate Opportunities in Higher Education Act.

The Graduate Opportunities in Higher Education Act, H.R. 3076, builds upon the success of the graduate fellowship programs within the Higher Education Act (HEA). Because graduate education trains the faculty who train the teachers of tomorrow, the legislation recognizes subject areas in elementary and sec-

ondary education facing shortages, and places a priority on those subject areas, working to create a pipeline of highly qualified teachers to improve education at all levels.

Since enactment of No Child Left Behind, this Congress, the administration and educators nationwide have recognized the importance of having highly qualified teachers in the classroom. We need to raise teacher quality standards in our education system, but also help our teachers find the means to meet these goals. H.R. 3076 is an important step toward this end. By expanding our graduate programs, we guarantee that our students will be educated by highly qualified teachers with an extensive knowledge base. It is a great step toward the betterment of our education system.

I encourage my colleagues to support H.R. 3076 as an important reform to our higher education system and ultimately to our Nation.

Mr. HOEKSTRA. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. GILLMOR). The question is on the motion offered by the gentleman from Michigan (Mr. HOEKSTRA) that the House suspend the rules and pass the bill, H.R. 3076, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

INTERNATIONAL STUDIES IN HIGHER EDUCATION ACT OF 2003

Mr. HOEKSTRA. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3077) to amend title VI of the Higher Education Act of 1965 to enhance international education programs, as amended.

The Clerk read as follows:

H.R. 3077

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; REFERENCES; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the "International Studies in Higher Education Act of 2003".

(b) REFERENCES.—Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

(c) TABLE OF CONTENTS.—

- Sec. 1. Short title; references; table of contents.*
- Sec. 2. International and foreign language studies.*
- Sec. 3. Business and international education programs.*
- Sec. 4. Institute for International Public Policy.*
- Sec. 5. Evaluation, outreach, and dissemination.*
- Sec. 6. Advisory Board.*
- Sec. 7. Recruiter access to students and student recruiting information; safety.*

SEC. 2. INTERNATIONAL AND FOREIGN LANGUAGE STUDIES.

(a) FINDINGS AND PURPOSES.—Section 601 (20 U.S.C. 1121) is amended—

(1) in subsection (a)—

(A) by striking "post-Cold War" in paragraph (3);

(B) by redesignating paragraphs (4) and (5) as paragraphs (5) and (6), respectively; and

(C) by inserting after paragraph (3) the following new paragraph:

“(4) The events and aftermath of September 11, 2001, have underscored the need for the nation to strengthen and enhance American knowledge of international relations, world regions, and foreign languages. Homeland security and effective United States engagement abroad depend upon an increased number of Americans who have received such training and are willing to serve their nation.”;

(2) in subsection (b)(1)—

(A) by striking “; and” at the end of subparagraph (D) and inserting “, including through linkages overseas with institutions of higher education and relevant organizations that contribute to the educational programs assisted under this part.”;

(B) by inserting “and” after the semicolon at the end of subparagraph (E);

(C) by inserting after such subparagraph (E) the following new subparagraph:

“(F) to assist the national effort to educate and train citizens to participate in the efforts of homeland security.”; and

(3) in subsection (b)(3), by inserting “reinforce and” before “coordinate”.

(b) GRADUATE AND UNDERGRADUATE LANGUAGE AND AREA CENTERS AND PROGRAMS.—Section 602(a) (20 U.S.C. 1122(a)) is amended—

(1) in paragraph (1), by striking subparagraph (A) and inserting the following:

“(A) IN GENERAL.—The Secretary is authorized to make grants to institutions of higher education or consortia of such institutions for the purpose of establishing, strengthening, and operating—

“(i) comprehensive foreign language and area or international studies centers and programs; and

“(ii) a diverse network of undergraduate foreign language and area or international studies centers and programs.”;

(2) in paragraph (2)—

(A) by striking “and” at the end of subparagraph (G);

(B) by striking the period at the end of subparagraph (H) and inserting a semicolon; and

(C) by inserting after subparagraph (H) the following new subparagraphs:

“(I) supporting instructors of the less commonly taught languages;

“(J) widely disseminating materials developed by the center or program to local educational agencies and public and private elementary and secondary education schools, and institutions of higher education, presented from diverse perspectives and reflective of the full range of views on the subject matter, except that no more than 50 percent of funds awarded to an institution of higher education or consortia of such institutions for purposes under this title may be associated with the costs of dissemination; and

“(K) projects that support in students an understanding of science and technology in coordination with foreign language proficiency.”; and

(3) in paragraph (4)—

(A) by amending subparagraph (B) to read as follows:

“(B) Partnerships or programs of linkage and outreach with 2-year and 4-year colleges and universities, including colleges of education and teacher professional development programs.”;

(B) in subparagraph (C), by striking “Programs of linkage or outreach” and inserting “Partnerships or programs of linkage and outreach”;

(C) in subparagraph (E)—

(i) by striking “foreign area” and inserting “area studies”;

(ii) by striking “of linkage and outreach”; and

(iii) by striking “(C), and (D)” and inserting “(D), and (E)”;

(D) by redesignating subparagraphs (C), (D), and (E) as subparagraphs (D), (E), and (F), respectively; and

(E) by inserting after subparagraph (B) the following new subparagraph:

“(C) Partnerships with local educational agencies and public and private elementary and secondary education schools that are designed to increase student academic achievement in foreign language and knowledge of world regions, and to facilitate the wide dissemination of materials related to area studies, foreign languages, and international studies that are reflective of a full range of views on the subject matter.”.

(c) LANGUAGE RESOURCE CENTERS.—Section 603(c) (20 U.S.C. 1123(c)) is amended by inserting “reflect the purposes of this part and” after “shall”.

(d) UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAMS.—Section 604 (20 U.S.C. 1124) is amended—

(1) in subsection (a)(1), by striking “combinations” each place it appears and inserting “consortia”;

(2) in subsection (a)(2)—

(A) in subparagraph (B)(ii), by striking “teacher training” and inserting “teacher professional development”;

(B) by redesignating subparagraphs (I) through (M) as subparagraphs (J) through (N), respectively;

(C) by inserting after subparagraph (H) the following new subparagraph:

“(I) the provision of grants for educational programs abroad that are closely linked to the program’s overall goals and have the purpose of promoting foreign language fluency and knowledge of world regions, except that not more than 10 percent of a grant recipient’s funds may be used for this purpose.”; and

(D) in subparagraph (M)(ii) (as redesignated by subparagraph (B) of this paragraph), by striking “elementary and secondary education institutions” and inserting “local educational agencies and public and private elementary and secondary education schools”;

(3) in subsection (a)(4)(B), by inserting “that demonstrates a need for a waiver or reduction” before the period at the end;

(4) in subsection (a)(6), by inserting “reflect the purposes of this part and” after “shall”;

(5) in subsection (a)(8), by striking “may” and inserting “shall”; and

(6) by striking subsection (c).

(e) RESEARCH; STUDIES; ANNUAL REPORT.—Section 605(a) (20 U.S.C. 1125(a)) is amended by inserting before the period at the end of the first sentence the following: “, including the systematic collection, analysis and dissemination of data”.

(f) TECHNOLOGICAL INNOVATION AND CO-OPERATION FOR FOREIGN INFORMATION ACCESS.—Section 606 (20 U.S.C. 1126) is amended—

(1) in subsection (a)—

(A) by striking “or consortia of such institutions or libraries” and inserting “museums, or consortia of such entities”;

(B) by striking “new”; and

(C) by inserting “from foreign sources” after “disseminate information”;

(2) in subsection (b)—

(A) by inserting “acquire and” before “facilitate access” in paragraph (1);

(B) by striking “new means of” in paragraph (3) and inserting “new means and standards for”;

(C) by striking “and” at the end of paragraph (6);

(D) by striking the period at the end of paragraph (7) and by inserting a semicolon; and

(E) by inserting after paragraph (7) the following new paragraphs:

“(8) to establish linkages between grant recipients under subsection (a) with libraries, museums, organizations, or institutions of higher education located overseas to facilitate carrying out the purposes of this section; and

“(9) to carry out other activities deemed by the Secretary to be consistent with the purposes of this section.”; and

(3) by adding at the end the following new subsection:

“(e) SPECIAL RULE.—The Secretary may waive or reduce the required non-Federal share for institutions that—

“(1) are eligible to receive assistance under part A or B of title III or under title V; and

“(2) have submitted a grant application under this section that demonstrates a need for a waiver or reduction.”.

(g) SELECTION OF GRANT RECIPIENTS.—Section 607(b) (20 U.S.C. 1125a(b)) is amended—

(1) by striking out “objectives” and inserting “missions”; and

(2) by adding at the end the following new sentence: “In keeping with the purposes of this part, the Secretary shall take into account the degree to which activities of centers, programs, and fellowships at institutions of higher education advance national interests, generate and disseminate information, and foster debate on American foreign policy from diverse perspectives.”.

(h) EQUITABLE DISTRIBUTION.—Section 608(a) (20 U.S.C. 1128(a)) is amended by adding at the end the following new sentence: “Grants made under section 602 shall also reflect the purposes of this part.”.

(i) AUTHORIZATION OF APPROPRIATIONS.—Section 610 (20 U.S.C. 1128b) is amended—

(1) by striking “1999” and inserting “2004”; and

(2) by striking “4 succeeding” and inserting “5 succeeding”.

(j) CONFORMING AMENDMENTS.—Sections 603(a), 604(a)(5), and 612 (20 U.S.C. 1123(a), 1124(a)(5), 1130-1) are each amended by striking “combinations” each place it appears and inserting “consortia”.

SEC. 3. BUSINESS AND INTERNATIONAL EDUCATION PROGRAMS.

(a) CENTERS FOR INTERNATIONAL BUSINESS EDUCATION.—Section 612 (20 U.S.C. 1130-1) is amended—

(1) in subsection (c)(1)(D), by inserting “(including those that are eligible to receive assistance under part A or B of title III or under title V) after “other institutions of higher education”; and

(2) in subsection (e), by adding at the end the following new paragraph:

“(5) SPECIAL RULE.—The Secretary may waive or reduce the required non-Federal share for institutions that—

“(A) are eligible to receive assistance under part A or B of title III or under title V; and

“(B) have submitted a grant application under this section that demonstrates a need for a waiver or reduction.”.

(b) EDUCATION AND TRAINING PROGRAMS.—Section 613 (20 U.S.C. 1130a) is amended by adding at the end the following new subsection:

“(e) SPECIAL RULE.—The Secretary may waive or reduce the required non-Federal share for institutions that—

“(1) are eligible to receive assistance under part A or B of title III or under title V; and

“(2) have submitted a grant application under this section that demonstrates a need for a waiver or reduction.”.

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 614 (20 U.S.C. 1130b) is amended—

(1) by striking "1999" each place it appears and inserting "2004"; and

(2) by striking "4 succeeding" each place it appears and inserting "5 succeeding".

SEC. 4. INSTITUTE FOR INTERNATIONAL PUBLIC POLICY.

(a) FOREIGN SERVICE PROFESSIONAL DEVELOPMENT.—Section 621 (20 U.S.C. 1131) is amended—

(1) by striking the heading of such section and inserting the following:

"SEC. 621. PROGRAM FOR FOREIGN SERVICE PROFESSIONALS.";

(2) by striking the second sentence of subsection (a) and inserting the following: "The Institute shall conduct a program to enhance the international competitiveness of the United States by increasing the participation of underrepresented populations in the international service, including private international voluntary organizations and the foreign service of the United States.";

(3) in subsection (b)(1), by striking subparagraphs (A) and (B) and inserting the following:

"(A) An Indian Tribal College or University or Alaska Native and Native Hawaiian-serving institution eligible for assistance under title III, an institution eligible for assistance under part B of title III, or an Hispanic-serving institution eligible for assistance under title V.

"(B) An institution of higher education which serves substantial numbers of underrepresented students."; and

(4) by striking subsection (e) and inserting the following:

"(e) MATCH REQUIRED.—The eligible recipient of a grant under this section shall contribute to the conduct of the program supported by the grant an amount from non-Federal sources equal to at least one-half of the amount of the grant. Such contribution may be in cash or in kind. The Secretary may waive or reduce the required non-Federal share for institutions that—

"(1) are eligible to receive assistance under part A or B of title III or under title V; and

"(2) have submitted a grant application under this section that demonstrates a need for a waiver or reduction."

(b) INSTITUTIONAL DEVELOPMENT.—Section 622 (20 U.S.C. 1131a) is amended by inserting before the period at the end of subsection (a) the following: "and promote collaboration with colleges and universities that receive funds under this title".

(c) STUDY ABROAD PROGRAM.—Section 623(a) (20 U.S.C. 1131b(a)) is amended by inserting after "1978," the following: "Alaska Native-serving, Native Hawaiian-serving, and Hispanic-serving institutions.".

(d) ADVANCED DEGREE IN INTERNATIONAL RELATIONS.—Section 624 (20 U.S.C. 1131b) is amended—

(1) by striking "MASTERS" in the heading of such section and inserting "ADVANCED";

(2) by striking "a masters degree in international relations" and inserting "an advanced degree in international relations, international affairs, international economics, or other academic areas related to the Institute fellow's career objectives"; and

(3) by striking "The masters degree program" and inserting "The advanced degree study program shall be designed by the consortia, consistent with the fellow's career objectives, and";

(e) INTERNSHIPS.—Section 625 (20 U.S.C. 1131c) is amended—

(1) in subsection (a), by inserting after "1978," the following: "Alaska Native-serving, Native Hawaiian-serving, and Hispanic-serving institutions.";

(2) in subsection (b)—

(A) by inserting "and" after the semicolon at the end of paragraph (2);

(B) by striking "; and" at the end of paragraph (3) and inserting a period; and

(C) by striking paragraph (4); and

(3) by amending subsection (c) to read as follows:

"(c) RALPH J. BUNCHE FELLOWS.—In order to assure the recognition and commitment of individuals from underrepresented student populations who demonstrate special interest in international affairs and language study, eligible students who participate in the internship programs authorized under (a) and (b) shall be known as the 'Ralph J. Bunche Fellows'."

(f) REPORT.—Section 626 (20 U.S.C. 1131d) is amended by striking "annually prepare a report" and inserting "prepare a report biennially".

(g) AUTHORIZATION OF APPROPRIATIONS.—Section 628 (20 U.S.C. 1131f) is amended—

(1) by striking "1999" and inserting "2004"; and

(2) by striking "4 succeeding" and inserting "5 succeeding".

SEC. 5. EVALUATION, OUTREACH, AND DISSEMINATION.

Part D of title VI is amended by inserting after section 631 (20 U.S.C. 1132) the following new section:

"SEC. 632. EVALUATION, OUTREACH, AND DISSEMINATION.

"The Secretary may use not more than 1 percent of the funds made available for this title for program evaluation, national outreach, and information dissemination activities."

SEC. 6. ADVISORY BOARD.

Part D of title VI is amended by inserting after section 632 (as added by section 5) the following new section:

"SEC. 633. INTERNATIONAL HIGHER EDUCATION ADVISORY BOARD.

"(a) ESTABLISHMENT AND PURPOSE.—

"(1) ESTABLISHMENT.—There is established in the Department an independent International Higher Education Advisory Board (hereafter in this section referred to as the 'International Advisory Board'). The International Advisory Board shall provide advice, counsel and recommendations to the Secretary and the Congress on international education issues for higher education.

"(2) PURPOSE.—The purpose of the International Advisory Board is—

"(A) to provide expertise in the area of national needs for proficiency in world regions, foreign languages, and international affairs;

"(B) to make recommendations that will promote the excellence of international education programs and result in the growth and development of such programs at the postsecondary education level that will reflect diverse perspectives and the full range of views on world regions, foreign language, and international affairs; and

"(C) to advise the Secretary and the Congress with respect to needs for expertise in government, the private sector, and education in order to enhance America's understanding of, and engagement in, the world.

"(b) INDEPENDENCE OF INTERNATIONAL ADVISORY BOARD.—In the exercise of its functions, powers, and duties, the International Advisory Board shall be independent of the Secretary and the other offices and officers of the Department. Except as provided in this subsection and subsection (f), the recommendations of the International Advisory Board shall not be subject to review or approval by any officer of the Federal Government. Nothing in this title shall be construed to authorize the International Advisory Board to mandate, direct, or control an institution of higher education's specific instructional content, curriculum, or program of instruction. The Board is authorized to study, monitor, appraise, and evaluate a sam-

ple of activities supported under this title in order to provide recommendations to the Secretary and the Congress for the improvement of programs under the title and to ensure programs meet the purposes of the title. The recommendations of the Board may address any area in need of improvement, except that any recommendation of specific legislation to Congress shall be made only if the President deems it necessary and expedient.

"(c) MEMBERSHIP.—

"(1) APPOINTMENT.—The International Advisory Board shall have 7 members of whom—

"(A) 3 members shall be appointed by the Secretary;

"(B) 2 members shall be appointed by the Speaker of the House of Representatives, upon the recommendation of the Majority Leader and the Minority Leader; and

"(C) 2 members shall be appointed by the President pro tempore of the Senate, upon the recommendation of the Majority Leader and the Minority Leader.

"(2) REPRESENTATION.—Two of the members appointed by the Secretary under paragraph (1)(A) shall be appointed to represent Federal agencies that have national security responsibilities, after consultation with the heads of such agencies. The members of the International Advisory Board shall also include (but not be limited to) representatives of States, institutions of higher education, cultural organizations, educational organizations, local education agencies, students, and private citizens with expertise in international concerns.

"(3) QUALIFICATION.—Members of the International Advisory Board shall be individuals who have technical qualifications, professional standing, experience working in international affairs or foreign service occupations, or demonstrated knowledge in the fields of higher education and international education, including foreign languages, world regions, or international affairs.

"(d) FUNCTIONS OF THE COMMITTEE.—

"(1) IN GENERAL.—The International Advisory Board shall provide recommendations in accordance with subsection (b) regarding improvement of programs under this title to the Secretary and the Congress for their review. The Board may—

"(A) review and comment upon the regulations for grants under this title;

"(B) monitor, appraise, and evaluate a sample of activities supported under this title based on the purposes and objectives of this title in order to provide recommendations for improvement of the programs under this title;

"(C) make recommendations that will assist the Secretary and the Congress to improve the programs under this title to better reflect the national needs related to the homeland security, international education, and international affairs, including an assessment of the national needs and the training provided by the institutions of higher education that receive a grant under this title for expert and non-expert level foreign language training;

"(D) make recommendations to the Secretary and the Congress regarding such studies, surveys, and analyses of international education that will provide feedback about the programs under this title and assure that their relative authorized activities reflect diverse perspectives and the full range of views on world regions, foreign languages, and international affairs;

"(E) make recommendations that will strengthen the partnerships between local educational agencies, public and private elementary and secondary education schools, and grant recipients under this title to ensure that the research and knowledge about

world regions, foreign languages, and international affairs is widely disseminated to local educational agencies;

“(F) make recommendations on how institutions of higher education that receive a grant under this title can encourage students to serve the nation and meet national needs in an international affairs, international business, foreign language, or national security capacity;

“(G) make recommendations on how linkages between institutions of higher education and public and private organizations that are involved in international education, language training, and international research capacities to fulfill manpower and information needs of United States businesses; and

“(H) make recommendations to the Secretary and the Congress about opportunities for underrepresented populations in the areas of international relations, international affairs, and international economics, in order to effectively carry out the activities of the Institute under part C.

“(2) HEARINGS.—The International Advisory Board shall provide for public hearing and comment regarding the matter contained in the recommendations described in paragraph (1), prior to the submission of those recommendations to Secretary and the Congress.

“(e) OPERATIONS OF THE COMMITTEE.—

“(1) TERMS.—Each member of the International Advisory Board shall be appointed for a term of 3 years, except that, of the members first appointed (A) 4 shall be appointed for a term of 3 years, and (B) 3 shall be appointed for a term of 4 years, as designated at the time of appointment by the Secretary. A member of the International Advisory Board may be reappointed to successive terms on the International Advisory Board.

“(2) VACANCIES.—Any member appointed to fill a vacancy occurring prior to the expiration of the term of a predecessor shall be appointed only for the remainder of such term. A member of the International Advisory Board shall, upon the Secretary's request, continue to serve after the expiration of a term until a successor has been appointed.

“(3) NO GOVERNMENTAL MEMBERS.—Except for the members appointed by the Secretary under subsection (c)(1)(A), no officers or full-time employees of the Federal Government shall serve as members of the International Advisory Board.

“(4) MEETINGS.—The International Advisory Board shall meet not less than once each year. The International Advisory Board shall hold additional meetings at the call of the Chair or upon the written request of not less than 3 voting members of the International Advisory Board.

“(5) QUORUM.—A majority of the voting members of the Board serving at the time of a meeting shall constitute a quorum.

“(6) CHAIR.—The International Advisory Board shall elect a Chairman or Chairwoman from among the members of the International Advisory Board.

“(f) SUBMISSION TO DEPARTMENT FOR COMMENT.—The International Advisory Board shall submit its proposed recommendations to the Secretary of Education for comment for a period not to exceed 30 days in each instance.

“(g) PERSONNEL AND RESOURCES.—

“(1) COMPENSATION AND EXPENSE.—Members of the International Advisory Committee shall serve without pay for such service. Members of the International Advisory Board who are officers or employees of the United States may not receive additional pay, allowances, or benefits by reason of their service on the International Advisory Board. Members of the International Advisory

Board may each receive reimbursement for travel expenses incident to attending International Advisory Board meetings, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons in the Government service employed intermittently.

“(2) PERSONNEL.—The International Advisory Board may appoint such personnel as may be determined necessary by the Chairman without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates, but no individual so appointed shall be paid in excess of the rate authorized for GS-18 of the General Schedule. The International Advisory Board may appoint not more than 1 full-time equivalent, nonpermanent, consultant without regard to the provisions of title 5, United States Code. The International Advisory Board shall not be required by the Secretary to reduce personnel to meet agency personnel reduction goals.

“(3) CONSULTATION.—In carrying out its duties under the Act, the International Advisory Board shall consult with other Federal agencies, representatives of State and local governments, and private organizations to the extent feasible.

“(4) ASSISTANCE FROM OTHER AGENCIES.—

“(A) INFORMATION.—The International Advisory Board is authorized to secure directly from any executive department, bureau, agency, board, commission, office, independent establishment, or instrumentality information, suggestions, estimates, and statistics for the purpose of this section and each such department, bureau, agency, board, commission, office, independent establishment, or instrumentality is authorized and directed, to the extent permitted by law, to furnish such information, suggestions, estimates, and statistics directly to the International Advisory Board, upon request made by the Chairman.

“(B) SERVICES AND PERSONNEL.—The head of each Federal agency shall, to the extent not prohibited by law, consult with the International Advisory Board in carrying out this section. The International Advisory Board is authorized to utilize, with their consent, the services, personnel, information, and facilities of other Federal, State, local, and private agencies with or without reimbursement.

“(5) CONTRACTS; EXPERTS AND CONSULTANTS.—The International Advisory Board may enter into contracts for the acquisition of information, suggestions, estimates, and statistics for the purpose of this section. The International Advisory Board is authorized to obtain the services of experts and consultants without regard to section 3109 of title 5, United States Code and to set pay in accordance with such section.

“(h) TERMINATION.—Notwithstanding the sunset and charter provisions of the Federal Advisory Committee Act (5 U.S.C. App. I) or any other statute or regulation, the International Advisory Committee shall be authorized through September 30, 2009.

“(i) FUNDS.—The Secretary shall use not more than one-half of the funds available to the Secretary under section 632 to carry out this section.”.

SEC. 7. RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION; SAFETY.

Part D of title VI is amended by inserting after section 633 (as added by section 6) the following new sections:

“SEC. 634. RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“Each institution of higher education that receives a grant under this title shall assure that—

“(1) recruiters of the United States Government and agencies thereof are given the same access to students as is provided generally to other institutions of higher education and prospective employers of those students for the purpose of recruiting for graduate opportunities or prospective employment; and

“(2) no undue restrictions are placed upon students that seek employment with the United States Government or any agency thereof.

“SEC. 635. STUDENT SAFETY.

“Applicants seeking funds under this title to support student travel and study abroad shall submit as part of their grant application a description of safety policies and procedures for students participating in the program while abroad.”.

SEC. 8. NATIONAL STUDY OF FOREIGN LANGUAGE HERITAGE COMMUNITIES.

Part D of title VI is further amended by inserting after section 635 (as added by section 7) the following new section:

“SEC. 636. NATIONAL STUDY OF FOREIGN LANGUAGE HERITAGE COMMUNITIES.

“(a) STUDY.—The Secretary of Education, in consultation with the International Advisory Board, shall conduct a study to identify foreign language heritage communities, particularly such communities that include speakers of languages that are critical to the national security of the United States.

“(b) FOREIGN LANGUAGE HERITAGE COMMUNITY.—For purposes of this section, the term ‘foreign language heritage community’ means a community of residents or citizens of the United States who are native speakers of, or who have partial fluency in, a foreign language.

“(c) REPORT.—Not later than 1 year after the date of the enactment of this Act, the Secretary of Education shall submit a report to the Congress on the results of the study conducted under this section.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Michigan (Mr. HOEKSTRA) and the gentleman from Texas (Mr. HINOJOSA) each will control 20 minutes.

The Chair recognizes the gentleman from Michigan (Mr. HOEKSTRA).

GENERAL LEAVE

Mr. HOEKSTRA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and to include extraneous material on H.R. 3077, the bill under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Michigan?

There was no objection.

Mr. HOEKSTRA. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I stand here today in strong support of H.R. 3077, the International Studies in Higher Education Act, a bill I offered to build on programs that encourage the study of international issues and foreign languages in higher education. Such programs not only foster knowledge of the world, but, importantly, these programs train experts prepared to meet America's national security needs.

Title VI of the Higher Education Act provides support for a critically important group of programs at colleges and universities which work to advance knowledge of world regions, encourage the study of foreign languages, and train American students to have the international expertise and understanding to fulfill pressing national security needs.

As we continue efforts to reauthorize the Higher Education Act and strengthen and improve the state of higher education in America, we cannot neglect these important programs for international studies. The bill before us, which I am proud to have crafted in a bipartisan fashion, updates the programs under title VI to reflect our national security needs in a post-9/11 era, as well as in the current international climate.

Again, I would particularly like to thank my colleague, the gentleman from Texas (Mr. HINOJOSA), the ranking minority member on the subcommittee for his cooperation in moving this bill forward. In the spirit of bipartisan cooperation, the International Studies in Higher Education Act moved through our committee and stands before us today with positive reforms that will strengthen and enhance international and foreign language studies programs that play such a critical role in training experts at colleges and universities across our Nation.

The International Studies in Higher Education Act would increase coordination between these important international and foreign language studies programs to better meet America's national and international security needs. The bill also clarifies that programs under title VI of the Higher Education Act are to support and coordinate with other Federal programs in the areas of foreign language, area studies, and other international affairs.

International and foreign language studies have taken on increased importance in today's world climate, and as such, it is more important than ever that Congress and the Secretary of Education do all we can to ensure these programs are fulfilling their purpose.

For that reason, the bill would create a new International Education Advisory Board, in consultation with homeland security agencies, for all title VI programs to increase accountability by providing advice, counsel, and recommendations to the Secretary of Education and Congress on international education issues for higher education. This board is advisory in nature and will not be responsible for dictating curriculum or administering the programs. However, the advisory board will serve as an important new resource for those of us at the Federal level as we work to ensure the continued success of international and foreign language studies programs at campuses across our Nation.

Taken together, the reforms included in the International Studies in Higher Education Act will continue our efforts

to strengthen higher education as a whole, while at the same time helping to ensure international studies programs are working to fulfill our critical national and international security needs. I stand in strong support of this legislation and encourage my colleagues to join me in our efforts to build on the success of these programs.

Mr. Speaker, I reserve the balance of my time.

Mr. HINOJOSA. Mr. Speaker, I yield myself such time as I may consume, and I rise today in support of H.R. 3077, the International Studies in Higher Education Act.

International education is increasingly important in today's world. We are part of a global economy, and our fortunes are directly tied to the fortunes of other nations. As a global community, we must face many shared challenges: Protecting the earth's natural resources, meeting our energy needs, feeding the growing world population, eradicating diseases, protecting human rights, and ensuring that all people have the opportunity to reach their full potential through education and meaningful work.

We must build our Nation's capacity to operate in this global environment. As our challenges in Iraq demonstrate, lack of understanding of other people's culture and language can have deadly consequences. All of our young people, from elementary school through the university, must be exposed to the world at large. We must encourage and value multilingualism. That is why I am very pleased that we are considering H.R. 3077, which reauthorizes the International Studies Program in Higher Education Act.

I would like to thank our subcommittee chairman, the gentleman from Michigan (Mr. HOEKSTRA), the chairman of the full committee, the gentleman from Ohio (Mr. BOEHNER), and our ranking minority member, the gentleman from California (Mr. GEORGE MILLER), for working to produce a bill that deserves bipartisan support.

This bill reauthorizes our international education programs, the international and foreign language studies programs, the business and international education programs, and also the International Institute for Public Policy. These are the core international education programs that have served our Nation very well for many years.

The legislation makes some needed improvements to these programs. It will ease the financial burdens that may discourage needy institutions, such as Hispanic-serving institutions, HSIs; it will benefit Historic Black Colleges and Universities, HBCUs; and it will also benefit tribally-controlled colleges and universities from participating in the programs by allowing the Secretary of Education to reduce the matching requirement on a case-by-case basis. It also encourages institutions to work in partnerships with mi-

nority-serving institutions in the international business programs.

Mr. Speaker, these are steps in the right direction. We must ensure that our national efforts in international education reflect the increasingly diverse population here at home in the United States.

Finally, I would like to thank my colleagues on the other side of the aisle for working with us to clarify the role and the responsibilities of the new advisory board. The International Advisory Board will make recommendations to improve the international education programs under title VI. It will not interfere with curriculum nor with academic freedom.

□ 1200

Mr. Speaker, our professional staff on the committee have once again done an excellent job in preparing this legislation for our consideration. I would like to recognize the efforts of Alison Ream for the majority and Mr. Ricardo Martinez on our side of the aisle. I urge my colleagues to support this education legislation.

Mr. Speaker, I reserve the balance of my time.

Mr. HOEKSTRA. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I want to join my colleague in thanking our staff for the work that they have done not only on this bill but also the previous bill. It is their work behind the scenes so often which enables us to come together and work out our differences and come to the floor on a bipartisan basis.

Again, these programs, the international education programs, they work to advance the knowledge for our young people of world regions. As we found in a post-9/11 world, it is very, very important that we train more of our young people in the area of foreign languages. It is a critical need. It is an area where we are woefully short of the resources that we need. It is a weakness that we face, so this bill will help encourage the study of foreign language. It will train Americans to have the international expertise and the understanding to fulfill pressing national security needs.

This bill will encourage the coordination between these important international and foreign language study programs and America's national and international security needs. Since 9/11, we have seen and received heightened awareness of how important these types of programs are. We have found that these no longer are nice to have, but these are now essential programs that we need to build the expertise within the United States to face some of the international security threats that we face.

H.R. 3077 also seeks to strengthen and improve international education programs to ensure they are reaching their full potential to expand opportunities for international studies and enhance international knowledge and understanding.

As my colleague mentioned, the bill also creates an education advisory board. There were those who were concerned as we began this process that the language was not clearly written and that the end result would be that the advisory board would become more than an advisory board and that it would become a board that could dictate curricula. Working together, we were able to clarify that language to make sure that everyone understands that this is clearly an advisory board intended to provide feedback to the Department of Education, provide feedback to Congress, and provide feedback to the institutions as the best way to get the maximum amount of benefit out of each and every one of these programs and the dollars that are administered, and also to foster cooperation between various universities so that they can learn from each other as to what the most effective practices are, what the new innovative programs might be, and how colleges and campuses can move forward aggressively. So this bill is a significant step forward. It builds on the long-term successes that we have had.

Mr. Speaker, I reserve the balance of my time.

Mr. HINOJOSA. Mr. Speaker, I yield 5 minutes to the gentleman from New Jersey (Mr. PAYNE), a member of the Committee on Education and the Workforce.

Mr. PAYNE. Mr. Speaker, let me begin by commending the subcommittee chairman and our ranking member, the gentleman from Texas (Mr. HINOJOSA), who has demonstrated tremendous leadership on this whole question of international studies. His background and the need for internationalizing our workforce, internationalizing our universities, bringing attention to Hispanic-serving institutions and ensuring that they get their just do as we move forward to educate the workforce in this Nation is second to none. It is certainly a pleasure for me to serve with him on this Committee on Education and the Workforce.

I rise in strong support of H.R. 3077, the International Studies and Higher Education Act of 2003. Education programs are vital to our Nation's colleges and universities. It is imperative that we train young men and women of all backgrounds to be prepared for our increasingly global society. Today we live in a global village. Everything is interdependent. World trade organizations, world bank organizations, organizations that deal with world health, the current campaign to eradicate polio in countries needs to have physicians from throughout the world, and the U.S. Centers for Disease Control needs to have doctors that reflect the various cultures of the world.

So as we look at education, even though it is on a college level, we need to see the impact that it will have and should have in other agencies such as health, such as banking. So we must do

more to prepare our students to take their place.

Unfortunately, though, this bill does not go far enough in recruiting and maintaining minority students in the field of international service. During the markup of the bill, I introduced an amendment which would have authorized the establishment of a Ralph J. Bunche scholarship for selected undergraduate fellows in the Institute for International Public Policy. We will be celebrating 100 years of Dr. Ralph Bunche's birth. The scholarship would have helped to underwrite the cost of studies of minority students. Dr. Ralph Bunche was a Nobel Peace Prize recipient. He did a tremendous amount of work in the Middle East, and he was a dedicated person during the 20 years he worked in trying to achieve global peace. The scholarship I was proposing would have helped to underwrite the cost of studies of more diverse students, minority students, in our country because in order for us to really have a foreign service that truly reflects the diversity of America, we must have more students from minority groups. We must have more Asian Americans and more Hispanic Americans and African Americans in our foreign service if we are, in fact, going to be successful.

The institute was created in 1992 in order to attract and retain women and minorities who are underserved. This legislation was supported by the United Negro College Fund and the American Council on Education; and hopefully as we move forward, that legislation will be adopted.

Mr. Speaker, I do support H.R. 3077, but in the future, hopefully, we can be a little more sensitive so we can really, truly have our foreign service reflect the great diversity of our Nation.

Mr. HOEKSTRA. Mr. Speaker, I yield 1 minute to the gentleman from Michigan (Mr. EHLERS), a member of the Committee on Education and the Workforce.

Mr. EHLERS. Mr. Speaker, I thank the gentleman for yielding me this time.

I want to register my support for the bill that is currently before us, H.R. 3077. It is something that is badly needed. I am very pleased to see it come out of committee, and I hope it will soon pass the House of Representatives.

Mr. BERMAN. Mr. Speaker, I rise in strong support of H.R. 3077, the International Studies in Higher Education Act.

I want to particularly commend the gentleman from Michigan, the chairman of the Subcommittee on Select Education, for including in the bill section 6, providing for the establishment of the International Higher Education Advisory Board.

This seven-member independent board will be empowered to review and comment upon the selection criteria for title VI grants, monitor and evaluate the activities of grantees based upon the purposes of title VI, and make recommendations regarding how to improve the programs to better reflect national needs, among other functions. Section 6 makes clear

that the purpose of the Board's recommendations is to foster the "growth and development of international education programs at the postsecondary level that encourage diverse perspectives . . ."

I am encouraged that the creation of this Advisory Board will help redress a problem which is a great concern of mine, namely, the lack of balance, and indeed the anti-American bias that pervades title VI-funded Middle East studies programs in particular. To the extent that it advances the national interest to commit taxpayer funds to institutions of higher education for the purpose of fostering expertise with regard to key regions of the world—and I would emphatically affirm that it does—then surely it is troubling when evidence suggests that many of the Middle East regional studies grantees are committed to a narrow point of view at odds with our national interest, a point of view that questions the validity of advancing American ideals of democracy and the rule of law around the world, and in the Middle East in particular.

The Advisory Board's oversight function does not impinge on the academic freedom that is and must be enjoyed by our institutions of higher education. In establishing the board, we are doing no more than exercising our responsibility to ensure that the Federal funds we authorize and appropriate are expended properly.

I commend the Committee on Education and the Workforce for addressing this issue, and urge my colleagues to support this important legislation.

Mr. BOEHNER. Mr. Speaker, I rise today in strong support H.R. 3077, the International Studies in Higher Education Act. This bill is part of our comprehensive efforts to strengthen and renew higher education, and it will make real improvements to international and foreign language studies programs in campuses across America.

I'd like to commend my colleague Mr. HOEKSTRA, chairman of the Select Education Subcommittee, for his work on this bill. Thanks to his efforts, the measure before us today has received bipartisan support, as well as a positive response from those in the higher education community who are administering these critical international and foreign language programs. I'd also like to thank my good friend Mr. MILLER, the ranking member on the committee, and Mr. HINOJOSA, the ranking member on the subcommittee, for their cooperation in bringing this bill before us today.

The International Studies in Higher Education Act renews and reauthorizes the international and foreign language studies programs under title VI of the Higher Education Act. These programs are not only an important part of our postsecondary education system, but they are also a critical piece of our national efforts to fulfill national and international security needs.

Today, in the post-9/11 era, our Nation has been confronted with a new reality. Now, more than at virtually any other time in our history, we must understand our national interests and security concerns within an international context. We do not live in a vacuum, and our higher education system must reflect this. That's why the bill before us today is so important.

International and foreign language studies programs are often responsible for training experts with the skills and knowledge necessary

to meet our changing national security needs. Grants provided through title VI of the Higher Education Act allow colleges and universities across the country to offer programs that foster this type of learning, and help students gain significant understanding of international perspectives and foreign languages.

The bill before us today will allow the continued success of these programs by allowing for increased undergraduate study, including study abroad. In addition, the bill allows for the creation of national resource centers to serve as information sources for international and foreign language at the K–12 level, encouraging international studies at all levels of education. The bill also seeks to enhance diversity among those participating in the Institute for International Public Policy, requiring that all underrepresented populations be included.

Because of the increased prevalence and importance of international and foreign language studies programs, particularly in meeting our changing national security needs, this bill creates an important new resource for information and guidance through the establishment of an advisory board for international education. This advisory board will serve as a valuable information source for Congress and the Secretary of Education as we work to strengthen these programs and ensure their continued success.

I'd like to acknowledge the hard work of members of my staff in bringing this bill forward today; particularly Krisann Pearce, Alison Ream, Kathleen Smith, Alexa Marrero, and Rebecca Hunt with Mr. HOEKSTRA's staff. Additionally, I would like to thank the Democratic staff, including Ricardo Martinez, Alex Nock, Ellyne Bannon and Moira Lenehan with Mr. HINOJOSA's staff. Thanks to the leadership of Chairman HOEKSTRA, the bipartisan cooperation from members on both sides of the aisle, and the hard work of our staff, we have before us today a bill that will allow for the continued success of international and foreign language studies programs at campuses across the Nation. I'm pleased to support this measure, and encourage my colleagues to join me in our efforts to ensure international and foreign language studies continue to thrive at colleges and universities across America.

Mr. HOLT. Mr. Speaker, I rise today to support H.R. 3077, the International Studies in Higher Education Act.

This bill authorizes a total of \$108 million in FY 2004 for higher education international studies and foreign language programs. It also establishes a seven-member International Education Advisory Board to provide advice and recommendations to the Education Department and Congress on all title VI programs but specifically states that nothing in it should be construed as authorizing the advisory board to "mandate, direct or control" the specific instructional content, curriculum or program of instruction of any institution of higher education.

I would like to highlight two amendments that I offered in the Higher Education Committee and were accepted in the committee's final version of the legislation. One of the serious challenges facing our nation today is that our country lacks people who are fluent in a foreign language and also have a background in science and technology.

There are few Americans who can understand technical documents, including research studies and scientific papers, written in foreign languages.

If we are to stay competitive with emerging economies in Asia, Central and South America, and Africa, this will have to change.

That is why I offered one amendment, which would support programs with curricula that combine studying science and technology in a foreign language.

This amendment would allow universities to use grants to set up immersion programs here in the United States where students take science technology-related course work taught completely in foreign languages.

It also would provide for other programs, such as summer workshops, that emphasize the intense study of a foreign language and of science and technology.

Funds can further be used to support immersion programs for students to take science and math courses in a non-English speaking country.

To stay on top of innovations in science, mathematics, and technology, more professionals in these fields will also have to be proficient in a foreign language.

It is only with the knowledge of technical terms in foreign languages—words not taught in the average high school or college language class—that America can stay technologically and economically competitive.

I would like to thank Chairman BOEHNER for accepting this amendment. I hope in the future Congress will be able to expand upon this amendment and authorize new funding for the study of science and technology in foreign languages.

The second amendment would allow the Department of Education to conduct a national study to identify heritage communities with native speakers of critical foreign languages. This will enable us to identify the foreign language capacity currently existing in the United States.

Members of heritage communities are better and less expensive educational investments than nonnative speakers with no previous foreign language experience.

More importantly, cultivating native speakers is critical to national security. The 9/11 Joint Inquiry released in July reports that the American intelligence community is only at 30 percent readiness in languages critical to national security. As a member of the Intelligence Committee, I find this statistic quite troubling.

The al Qaeda terrorist network currently operates in over 75 countries where hundreds of different languages and dialects are spoken.

Unfortunately, 99 percent of American school, college, and university programs concentrate on only a dozen languages, most of which are European.

In fact, more college students currently study Ancient Greek (16,402) than Arabic (5,505), Korean (4,479), and Farsi (614) put together.

We need to raise these numbers. Unfortunately, for nonnative speakers, learning languages like Arabic takes years of intensive effort and years of in-country study.

In this time of heightened awareness of national security and intelligence capabilities, we need to identify the foreign language resources already existing in this country, especially native speakers of languages that are rarely taught in our schools.

The only way to know what we have available to us in terms of native language speakers—and we can take advantage of this knowledge—is by conducting a comprehensive study.

The results of this study should be extremely valuable to the intelligence community, to educators, and to Congress.

I again want to thank my colleagues on the Education and the Workforce Committee, and I want to express my strong support for this bill. I hope the leadership of this Congress will see fit to properly fund it.

Mr. DAVIS of Illinois. Mr. Speaker, I rise today in support of H.R. 3077, which reauthorizes title VI of the Higher Education Act to authorize grant programs designed to increase the number of graduates who are trained in foreign language and international studies. I would like to thank the gentleman from Michigan, Chairman HOEKSTRA, for his leadership on this bipartisan resolution and in the Subcommittee on Select Education. I would also like to thank Ranking Member HINOJOSA for his leadership as well.

I believe we can all realize the great need to have educated individuals in our Nation with the main focus being in foreign language and international studies after the events of September 11. This bill will allow our country to strengthen that aspect of our education system by offering competitive grants to our nation's colleges and universities. Some of the included grants offer institutions of higher education to establish graduate and undergraduate language area centers and programs as well as to create new programs or to strengthen existing programs in international studies and foreign language. I am pleased that this resolution has expanded the role of international centers and programs by allowing the centers and programs to serve as a national resource for courses and materials for elementary and secondary schools. This encourages an outreach to all school children to become more familiar and knowledgeable on international affairs and cultures.

Another section of this resolution will make grants available to establish centers for international business education. These centers promote the ability for our Nation to strengthen our economic enterprise and knowledge of international understanding. I believe this is a great quality for our future business and small business leaders to have to not only support their businesses but as a way to expand and enrich their businesses.

Mr. Speaker, I again want to commend my colleagues, Chairman HOEKSTRA and Ranking Member HINOJOSA for an outstanding job on a solid piece of important legislation. I urge all my colleagues to support this legislation.

Mr. KILDEE. Mr. Speaker, international education and Federal support for it is critical as we work to strengthen our economy and expand our diplomatic efforts around the world.

International education programs are vital in building and maintaining the nation's supply of experts in foreign languages, international affairs, and international business. Providing high quality, useful opportunities for students to become knowledgeable in international issues and foreign languages has become increasingly important. America's interests are tied to our knowledge and understanding of the rest of the world.

This legislation strengthens and reauthorizes the existing Title VI programs related to the study of international affairs, world regions and foreign languages in higher education. In addition, this bill makes significant improvements to the International Business Education program by reducing the match that Historically Black Colleges and Universities, Hispanic

Serving Institutions, and Tribal Colleges must make to participate in this program. This provision alone is likely to spur new ideas and perspectives in this area.

One provision I do want to express caution on is the International Advisory Board created by this legislation. This board has been created to provide recommendations to the Secretary in the area of international education. While I support this legislation, we should continue to refine the purpose and scope of the Board's responsibilities. As this bill moves to conference later this Congress, I will work to ensure that the role of this Board reflects a true need in the area of international education.

Mr. CASTLE. Mr. Speaker, I rise in support of H.R. 3077, the International Studies in Higher Education Act.

H.R. 3077 updates international and foreign language studies programs by ensuring these programs reflect the current international climate and national security needs. The bill also emphasizes coordination between these programs and homeland security interests, while ensuring the programs continue to enrich higher education by enhancing international knowledge.

As a former Member of the Intelligence Committee I authored legislation encouraging American students to study foreign languages and join the federal government in national security capacities. It is vital to our entire national security that we address our foreign language deficiencies and support educational initiatives that amend this problem. Our lack of highly-trained linguistics experts seriously hampers our ability to fight the war on terrorism and this legislation provides incentive to focus these programs on the reality of the situations our men and women in uniform face overseas. It is important that we build a critical base of future leaders both in government service and in higher education who have cultivated international relationships and worked and studies alongside experts of other countries.

I encourage my colleagues to support H.R. 3077.

□ 1215

Mr. HINOJOSA. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. HOEKSTRA. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. SHAW). The question is on the motion offered by the gentleman from Michigan (Mr. HOEKSTRA) that the House suspend the rules and pass the bill, H.R. 3077, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

ECONOMIC DEVELOPMENT ADMINISTRATION REAUTHORIZATION ACT OF 2003

Mr. LATOURETTE. Mr. Speaker, pursuant to the order of the House of Monday, October 20, 2003, I call up the bill (H.R. 2535) to reauthorize and improve the program authorized by the Public

Works and Economic Development Act of 1965, and ask for its immediate consideration.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to the order of the House of Monday, October 20, 2003, the bill is considered read for amendment.

The text of H.R. 2535 is as follows:

H.R. 2535

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Economic Development Administration Reauthorization Act of 2003".

SEC. 2. AMENDMENTS TO PUBLIC WORKS AND ECONOMIC DEVELOPMENT ACT OF 1965.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or a repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3121 et seq.).

TITLE I—GENERAL PROVISIONS

SEC. 101. FINDINGS AND DECLARATIONS.

Section 2 (42 U.S.C. 3121) is amended to read as follows:

"SEC. 2. FINDINGS AND DECLARATIONS.

"(a) FINDINGS.—Congress finds the following:

"(1) There continue to be areas experiencing chronic high unemployment, underemployment, outmigration, and low per capita incomes, as well as areas facing sudden and severe economic dislocations due to structural economic changes, changing trade patterns, certain Federal actions (including environmental requirements that result in the removal of economic activities from a locality), and natural disasters.

"(2) Economic growth in our Nation, States, cities, and rural areas is produced by expanding economic opportunities, expanding free enterprise through trade, developing and strengthening public infrastructure, and creating a climate for job creation and business development.

"(3) The goal of Federal economic development programs is to raise the standard of living for all citizens and increase the wealth and overall rate of growth of the economy by encouraging communities to develop a more competitive and diversified economic base by—

"(A) creating an environment that promotes economic activity by improving and expanding public infrastructure;

"(B) promoting job creation through increased innovation, productivity, and entrepreneurship; and

"(C) empowering local and regional communities experiencing chronic high unemployment and low per capita income to develop private sector business and attract increased private sector capital investment.

"(4) While economic development is an inherently local process, the Federal Government should work in partnership with public and private local, regional, tribal, and State organizations to maximize the impact of existing resources and enable regions, communities, and citizens to participate more fully in the American dream and national prosperity.

"(5) In order to avoid duplication of effort and achieve meaningful, long-lasting results, Federal, State, tribal, and local economic development activities should have a clear focus, improved coordination, a comprehensive approach, and simplified and consistent requirements.

"(6) Federal economic development efforts will be more effective if they are coordinated with, and build upon, the trade, workforce investment, transportation, and technology programs of the United States.

"(b) DECLARATIONS.—In order to promote a strong and growing economy throughout the United States, Congress declares the following:

"(1) Assistance under this Act should be made available to both rural- and urban-distressed communities.

"(2) Local communities should work in partnership with neighboring communities, the States, Indian tribes, and the Federal Government to increase their capacity to develop and implement comprehensive economic development strategies to alleviate economic distress and enhance competitiveness in the global economy.

"(3) Whether suffering from long-term distress or a sudden dislocation, distressed communities should be encouraged to support entrepreneurship to take advantage of the development opportunities afforded by technological innovation and expanding newly opened global markets."

SEC. 102. DEFINITIONS.

(a) ELIGIBLE RECIPIENT.—Section 3(4)(A) (42 U.S.C. 3122(4)(A)) is amended—

(1) by striking clause (i) and redesignating clauses (ii) through (vii) as clauses (i) through (vi), respectively; and

(2) in clause (iv) (as so redesignated) by inserting ", including a special purpose unit of a State or local government engaged in economic or infrastructure development activities," after "State".

(b) REGIONAL COMMISSIONS.—Section 3 (42 U.S.C. 3122) is amended—

(1) by redesignating paragraphs (8), (9), and (10) as paragraphs (9), (10), and (11), respectively; and

(2) by inserting after paragraph (7) the following:

"(8) REGIONAL COMMISSIONS.—The term 'Regional Commissions' means the following entities:

"(A) The Appalachian Regional Commission established under chapter 143 of title 40, United States Code.

"(B) The Delta Regional Authority established under subtitle F of the Consolidated Farm and Rural Development Act (7 U.S.C. 2009aa et seq.).

"(C) The Denali Commission established under the Denali Commission Act of 1998 (42 U.S.C. 2131 note; 112 Stat. 2681-637 et seq.).

"(D) The Northern Great Plains Regional Authority established under subtitle F of the Consolidated Farm and Rural Development Act (7 U.S.C. 2009bb et seq.)."

(c) UNIVERSITY CENTER.—Section 3 (42 U.S.C. 3122) is amended by adding at the end the following:

"(12) UNIVERSITY CENTER.—The term 'university center' means an institution of higher education or a consortium of institutions of higher education established as a University Center for Economic Development under section 207(a)(2)(D)."

SEC. 103. ESTABLISHMENT OF ECONOMIC DEVELOPMENT PARTNERSHIPS.

Section 101 (42 U.S.C. 3131) is amended—

(1) in subsection (b) by striking "and multi-State regional organizations" and inserting "multi-State regional organizations, and nonprofit organizations"; and

(2) in subsection (d)(1) by striking "adjoining" each place it appears.

SEC. 104. COORDINATION.

Section 103 (42 U.S.C. 3132) is amended—

(1) by inserting "(a) IN GENERAL.—" before "The Secretary";

(2) in subsection (a) (as so designated) by inserting "Indian tribes," after "districts,"; and